



**British School
Overseas**
Inspected by Penta International

Inspection report

**English College
in Prague**

Czechia

Date
Inspection number

21st - 23rd October 2024
20241021

Contents		page
1	Purpose and scope on the inspection	2
2	Compliance with regulatory requirements	2
3	Overall effectiveness of the school	3
	3.1 What the school does well	3
	3.2 Points for improvement	4
4	The context of the school	5
	4.1 The British nature of the school	6
5	Standard 1 The quality of education provided by the school	8
	5.1 Curriculum	8
	5.2 Teaching and assessment	10
	5.3 Standards achieved by pupils	12
6	Standard 2 The spiritual, moral, social and cultural development of pupils	14
7	Standard 3 The welfare, health and safety of pupils	16
8	Standard 4 The suitability of the proprietor and staff	18
9	Standard 5 The premises and accommodation	19
10	Standard 6 The provision of information for parents, carers and others	20
11	Standard 7 The school's procedures for handling complaints	21
12	Standard 8 Leadership and management of the school	22

1. Purpose and scope of the inspection

The Department for Education (DFE) has put in place a voluntary scheme for the inspection of British schools overseas (BSO), whereby schools are inspected against a common set of standards that BSO can choose to adopt.

The inspection and this report follow the DFE schedule for the inspection of British schools overseas.

The purpose of the inspection is to provide information to parents, teachers, senior managers and the school's management on the overall effectiveness of the school, the standard of education it provides and its compatibility with independent schools in the United Kingdom.

The inspection and report will cover the key areas of quality of the curriculum; quality of teaching and learning; the spiritual, moral, social and cultural development of pupils; their welfare, health and safety; the suitability of the proprietor and staff; the school's premises and accommodation; the school's complaints procedures; and leadership and management. If appropriate, there is a separate section on the quality of boarding provision. An essential part of the inspection is considering the extent to which the British character of the school is evident in its ethos, curriculum, teaching, care for pupils and pupils' achievements.

This inspection was completed by Penta International. Penta International is approved by the British government for the purpose of inspecting schools overseas. As one of the leading inspection providers, Penta International reports to the DfE on the extent to which schools meet the standards for BSO.

During the inspection visit, over 40 lesson observations took place. School documentation and policies were analysed and data reviewed. Students' workbooks were seen in lessons and discussions were held with the staff and informally with students. The inspection took place over three days.

The lead inspector was Ms Elizabeth Clancy. The team members were Mr Glyn Kilsby and Mrs Jessie Joubert.

2. Compliance with regulatory requirements

As a result of this inspection, the school has shown that it meets the standards for British schools overseas. The school actively promotes tolerance and a respect for all human differences, within the confines of the law. This is embedded in the culture and ethos of the school. This judgement is endorsed by the British government and is valid for three years. The inspection process is quality assured by the Office for Standards in Education (OFSTED).

3. Overall effectiveness of the school

The English College in Prague (ECP) is a highly effective school, with a unique legacy and an unusual context.

It is a co-educational selective English style grammar school for 12 to 19 year old students providing a British style education. The school is also part of the Czech school system.

In 1990, a project was launched to revive the tradition of a British-style education in Prague, established by the old Prague English Grammar school originally opened in 1927 and closed by the Nazis. The school was later reopened after the war, but finally closed by the Communists in 1954.

In 1995, ECP became the first school in the Czech Republic to offer the International Baccalaureate. The college is a public benefit organisation established by the English College Foundation currently with 406 students on roll.

3.1 What the school does well

There are many strengths at the school, including:

- The headmaster provides effective leadership and is successfully guiding and supporting the school community through a time of transition
- The chairman of the board of governors is fully committed to the school's building development project and actively supports the headmaster and his team
- An innovative and forward-looking pre IB curriculum
- Students thrive as self-driven, curious and independent learners
- Students' attitude to learning and their behaviour standards are exemplary
- IB diploma results have been consistently strong
- Students are exceptionally well-cared for and feel safe in school

3.2 Points for improvement

While not required by regulations, the school might wish to consider the following development points:

- i. To further develop the opportunity for stretch and challenge in lessons across the school
- ii. To review and implement a whole school approach to online safety and use of mobile phones
- iii. To ensure that the learning environment in the current buildings is stimulating and supports the curriculum

4. The context of the school

Full name of school	English College in Prague				
Address	Sousedikova 1044/8, Prague 9, 190 00, Czechia				
Telephone Number/s	+420 283 893 113				
Website Address	www.englishcollege.cz				
Key Email Address	office@englishcollege.cz				
Headteacher/ Principal	Dr Nigel Brown				
Chair of board/Proprietor	Denis Keefe CMG				
Age Range	12-19 years				
Total number of pupils	406	Boys	179	Girls	227
Numbers by age	<i>0-2 years</i>	n/a	<i>12-16 years</i>	268	
	<i>3-5 years</i>	n/a	<i>17-18 years</i>	128	
	<i>6-11 years</i>	n/a	<i>18+ years</i>	10	
Total number of part-time children	n/a				

4.1 British nature of the school

The British nature of the English College in Prague (ECP) is evident in its ethos and meets the BSO standards.

- Many parents choose ECP for their child because of the British style of education that it provides, evident in organisation and systems of respect, courtesy and kindness
- The curriculum is broad, balanced, relevant and innovative
- The impact of the wider curriculum is that students are helped to become well-rounded individuals who are knowledgeable about a wide range of issues
- The school has a British-style pastoral system
- Many of the teaching staff are British native and/or UK trained
- The school maintains a British-style safer recruitment process
- The school operates as a Council of British International Schools (COBIS) Trained Accreditation school and is part of the *Teaching together* in Europe initiative
- The school is an active member of The Head's Conference (HMC) and one member of SLT is also a member of the HMC Academic Deputies Steering Committee
- The school runs a British-style house system and fosters a strong sense of community
- The school's leadership structure mirrors British school models
- An active student council and pupil voice is a priority across the school
- The school follows UK guidelines for safeguarding and safer recruitment

5. *Standard 1* The quality of education provided by the school

The quality of the education is good with some excellent features.

5.1 Curriculum

The quality of the curriculum is excellent.

The school provides a broad, balanced and innovative curriculum that meets the needs of all students. This is reflected in their attitude to learning and level of engagement during lessons. The curriculum supports personal and social development with a focus on teamwork, empathy and resilience. Activities and discussions within the curriculum promote social skills and self-confidence. A fine balance is achieved between the delivery of the Czech and British curriculums across the school.

ECP's international environment and curriculum themes provide students with an insight into different cultures and global issues, fostering a sense of global citizenship. The curriculum includes activities that highlight diversity and encourage respect for other cultures. Core subjects are taught in every year group in addition to humanities, arts and modern languages. At ECP, the year groups are referred to as years 1 – 6. Year 1 equates to UK year 8, year 2 to UK year 9 and progress up to year 6 aligning with UK year 13.

English is integrated as a core subject from year 1 and serves as the primary language of instruction across most subjects. Many students describe this transition as challenging, especially adapting to the terminology and expectations. However, this immersion supports rapid language acquisition and familiarity with academic English.

ECP encourages active student participation in SMSC initiatives, such as older students teaching English to younger, primary-level students. This not only strengthens students' language skills but also fosters leadership and social responsibility. Additionally, students are invited to school events and competitions, which help integrate SMSC values and enhance cultural understanding.

ECP sets high academic standards and encourages students to meet these through various assessments, including progress checks, attitudes to learning grades and merit awards. Feedback from students indicates that they associate success with not only grades but also a sense of enjoyment and engagement in the subject. The curriculum includes structured homework and test schedules, particularly for lower school years, which students find valuable. Although there are occasional challenges

in adherence to these schedules, they generally support workload management and minimise stress. There is also a consistent effort to provide feedback, which is crucial for the Czech culture's emphasis on grades and weekly feedback.

The school encourages students to reach out to teachers when they feel overwhelmed and there are dedicated well-being teachers for additional support. Despite some concerns about workload and the pressures of testing, students appreciate the presence of well-being resources and the staff's openness to addressing concerns.

For years 3 and 4 students, the school has developed an innovative, flexible pre-IB curriculum that prepares them for the International Baccalaureate that is adapted to the local context. This programme offers a robust and inclusive experience for students. Moving forward, focus on integrating technology, enhancing personalised learning and expanding global perspectives will further strengthen the curriculum.

The *Unifrog* platform is used to support students as part of the university selection process. At the end of year 5, most of the students travel to The Netherlands as part of the careers programme. During the trip they visit Dutch universities and are shown around by former ECP students. In recent years, English medium universities in The Netherlands have become increasingly popular and are now the most popular choice for students from ECP.

The school's enrichment and extra-curricular activities programme called 'more' offers a range of courses, trips and guest speakers.

The curriculum allows for movement between ECP, other British curriculum schools and UK universities. The school's career and university preparation programme starts in year 3 as part of the personal, social, moral education lessons (PSME). The PSME curriculum follows a spiral approach, revisiting key themes each year to reinforce learning and build on prior knowledge. This helps students to deepen their understanding of essential topics such as health, well-being and social responsibility.

The PSME curriculum includes reflective practices where students periodically complete reflection sheets, which are then compiled in a reflection book. This approach embeds personal development into the curriculum, allowing students to track their growth in areas such as social and emotional health. Student reflection, both formal and informal, is also incorporated to keep the curriculum responsive and relevant.

Students are articulate, self-driven learners. They are keen to engage and share ideas. Students are a significant strength of ECP.

Within the current buildings, there are constraints on the curriculum due to a lack of specialist teaching areas. A lack of science laboratories and equipment significantly impacts practical activities, although some classroom-based science activities do take place. For example, in one IB biology lesson, students were able to complete an experiment involving the chromatography of chlorophyll from plant leaves. There is no library in the main building. However, students can order books online using 'access it' software and these are then delivered from the annex.

The curriculum appears adaptable, with teachers making suitable modifications for students who require additional support. ECP's commitment to inclusivity is reflected in the lesson brief template that aims to accommodate diverse learners including those with SEN additional needs.

5.2 Teaching and assessment

The quality of teaching and assessment is good.

The students are highly motivated, courteous and respectful. In many lessons there is a 'buzz' of productive activity and students stay on task, help each other without fuss or request and contribute willingly to the lessons.

Student behaviour is exemplary. They arrive at lessons on time and ready to learn. The relationships between students and staff are positive and warm.

A large majority of lessons observed were good or better. In the most successful lessons, the students were fully involved with their learning. There were lively discussions and the teachers asked well-targeted, thought-provoking questions. For example, in a year 6 psychology lesson, students were fully engaged in a discussion about behavioural disorders because the teacher presented the information in a way that was challenging and stimulating.

Where it was encouraged, students worked independently and creatively. Some lessons would benefit from student opportunities for collaboration and pupil-led activities. Effective use was made of science resources in a year 5 biology lesson, where students planned their own practical investigations into the effect of temperature on plant cell membranes.

Students bring their own devices to lessons and these are used effectively throughout the school. Teacher use of technology was variable. The provision of lesson resources across the school would benefit from investment.

The ECP lesson attributes are widely displayed and known by staff and students. These encourage a shared understanding of what is expected by all members of the school within lessons.

There is a comprehensive process for tracking student progress and this includes baseline assessments and standardised assessments MidYis, Yellis and CEM IBE. This data is accessible to all staff on the school's iSAMs system. The data is analysed by senior staff and concerns then shared through the pastoral system to all teachers.

In a history lesson observed, student engagement was exceptional with discussions around complex topics such as the political spectrum skilfully guided by the teacher. The teacher's subject knowledge was exemplary and there was a clear understanding of each student's needs. The lesson encouraged critical thinking, self-knowledge and effective group collaboration.

In the least successful lessons, there was an over reliance on teacher talk and students were passive with few opportunities to contribute to their learning. There were few examples of student work on display and the learning was not stimulating. Some teachers do not always provide challenge for all students; however, teachers demonstrate strong subject knowledge.

Some books are marked and provide feedback to students, but this is not consistent. Students receive regular verbal feedback during lessons but also require quality written feedback across the curriculum, either in exercise books, on google classroom or on individual pieces of work.

5.3 Standards achieved by students

Standards are excellent.

ECP is a selective school. The admissions process also conforms to local Czech requirements. Applicants sit examinations in English, mathematics, non-verbal reasoning and Czech language. As part of the admissions process, all prospective students have a 30 minute interview with the headmaster.

Academic attainment is excellent and this is based on a strong, broad curriculum, positive relationships and a culture that values students as individuals. This has led to a learning environment that is positive and encourages mutual respect. Students are confident learners and have an ability and willingness to articulate complex ideas. They consistently secure places at prestigious universities in the UK and beyond.

Longitudinal tracking is used to set academic baselines for each student and is reviewed through regular progress checks. These checks help the school to identify trends and make necessary interventions early.

For literacy development, Accelerated Reader (AR) is used across year groups to track reading comprehension progress. This personalised tool ensures that students engage with texts at their level and receive immediate feedback.

Student performance is measured using a framework of school based and standardised assessments. Admission test data provides an initial benchmark, supported by data from Centre for Evaluation and Monitoring (CEM) assessments. A new benchmark score is calculated at the end of each year and used to ensure that teaching is well matched to pupil needs. Further CEM assessments are taken in years 3 and 5. The International Baccalaureate evaluation is also used to provide predictive targets for students.

Internal progress and standardised data is available to staff through the school's iSAMS system. This system monitors individual student progress across the school. It includes real-time data on academic performance and tracks deviations from expected progress. Progress is checked and reported four times each year. Progress data shows that student progress is strong across the school and in all year groups. Students who are an academic concern are identified and logged by a member of the leadership team who then work with senior tutors to determine the cause and take appropriate action. The school is data rich, but there is a lack of consistency regarding how it is used within lesson planning and to support learning.

The school has moved away from most iGCSE courses and developed its own pre-IB curriculum. However, it has retained the iGCSE mathematics course with 2024 results providing 49% A*- A grades and 93% grade C or above. There is a plan to

move the mathematics iGCSE final examination to November of year 4 to allow the pre-IB programme to begin earlier in the year.

IB results have exceeded the global average for each of the last five years. Every student enters IB diploma and in the last academic year there were 75 entrants with an average score of 34.3. This compares to a global average of 30. Almost all students passed the diploma and 23 achieved scores of more than 38 points. One student achieved the maximum possible score of 45 points.

The school's analysis of progress data shows that there are no significant differences between the progress of girls and boys. For students receiving learning support, data shows that progress and value-added results are comparable to other students.

6. *Standard 2* Spiritual, moral, social and cultural development of pupils

The spiritual, moral, social and cultural development of students meets the requirements of the BSO standards and is outstanding.

ECP has developed a comprehensive and carefully structured extra-curricular activities (ECA) programme that is central to the school's holistic educational approach. The *:more* programme encompasses a wide range of non-classroom activities designed to support pupils' moral, intellectual and personal development, whilst also embedding British values. These activities form an integral part of the curriculum, complementing personal social moral education (PSME) and theory of knowledge (TOK) in the International Baccalaureate programme.

The *:more* programme reflects the school's commitment to developing well-rounded individuals, represented by a tree with two roots symbolising understanding and development. This is designed to help students make connections between academic concepts and real-life experiences and foster moral and ethical growth. A key feature of the programme is its systematic development across year groups. Year 1 students begin with a welcome trip that includes history, nature and team-building activities with mentorship provided by year 6 students.

These trips continue through the year groups, each focusing on different skills and concepts, such as a visit to a power plant in year 3 that incorporates science, history and practical skills. By years 5 and 6, students participate in CAS (creativity, activity, service) projects, which are linked to charity work, reinforcing the school's values of reciprocity and social responsibility.

Leadership is encouraged through the ECA programme. By year 4, students are trained to lead independent charity projects as part of the pre-CAS programme. Lower year groups participate in mentoring schemes and smaller charity projects. The student council plays a pivotal role in organising school-wide events, ensuring that student voices are heard and leadership is nurtured from an early age.

The school requires students to select at least one ECA annually, ensuring widespread participation and meaningful engagement. The programme includes a wide range of choices for example, drama, art, music, sports and charity initiatives. The Duke of Edinburgh (DoE) award scheme is also integrated, providing students with further opportunities to develop leadership and project management skills.

Student participation is tracked through lists and attitude to learning (ATL) grades are assigned for ECA involvement. Students maintain reflection journals to document their growth, which tutors review at the end of the year. This tracking ensures that students' personal development is recorded and assessed, contributing to their end of year reports.

The content of ECA courses is regularly reviewed to ensure relevance and engagement. Feedback from students is gathered through questionnaires following trips and activities. This enables the school to make adjustments based on student input. Teachers are required to lead or assist with ECAs. The Model United Nations (MUN) programme has been expanded with increased teacher support. A new student council has been established across both school sites to enhance student leadership and involvement.

The school's commitment to diversity and inclusion is evident in its partnership with external organisations to raise awareness of social issues, such as projects focusing on the Roma community. This level of engagement reflects the school's dedication to promoting both British and local values in a multicultural context. Students are actively involved in learning about historical and contemporary social justice issues. By offering a wide variety of opportunities for students to develop academically and personally, ECP prepares them to be responsible, engaged citizens who contribute to society.

7. *Standard 3* The welfare, health and safety of the pupils

The school meets the standard and is good.

The school has the welfare of students at the heart of its decision making. There are comprehensive policies available on safeguarding and child protection, school safety and crisis plan and safer recruitment. These policies are in place and are implemented, monitored and reviewed.

Students are well cared for and feel trusted and respected by staff. Students have strong friendship groups and teacher-pupil relationships are very positive. The school has a designated safeguarding lead (DSL), two deputy DSL (DDSL) and a named safeguarding governor. Students are aware of the existence and role of the designated team through posters across school and are reminded through assemblies.

Standards of behaviour are high throughout the school. Every classroom has a learning behaviour poster displayed and understood by students. Sanctions are recorded through a learning behaviour form and reported through a school reporting system. Incidents of bullying are rare and the school's anti-bullying policy, which forms part of the safety and crisis plan, is used effectively. Students feel confident about raising issues of bullying and know who to speak to, if required. The Czech Preventative Programme takes a proactive approach to pastoral matters including bullying. This national programme embeds pastoral education across the whole curriculum. There are opportunities to develop a whole school approach to online safety and use of mobile phones in the school.

Healthy lifestyles are promoted through the pastoral and physical education curriculum. Students who stay in school for lunch have meals that meet the Czech school quality requirements. However, there are further opportunities to promote a healthy diet and eating awareness across the curriculum.

Attendance is measured at the beginning of the school day and at the start of every lesson. This is tracked through iSAMS and parents are contacted on the first day of a student's absence. Average attendance is around 88% and the school is working with families to improve this figure.

The school has a first aid policy and maintains an up-to-date register of staff and their first aid qualifications. Accident and emergency procedures are in place in case of an incident. The school does not have a clinic in its current accommodation but has rapid access to local medical facilities in an emergency. There are first aid kits in each classroom.

Written risk assessments are carried out for activities within the school and for trips and residential activities. These are detailed documents that record both the likelihood of a danger and its potential severity on a three-point scale.

On the current site, play areas and space during breaks and lunchtime are limited. Supervision across the school is adequate and duty rotas are in place. In the Elektra building, the school is well maintained and clean. The Annex is showing signs of its age and heavy use.

Fire safety systems and policies are in place, including fire drills which are supervised by a local fire safety agency and recorded. Fire extinguishers are positioned in prominent places throughout the school and are certified and checked. Emergency exits are well signposted and lit.

8. *Standard 4* The suitability of the proprietor and staff

The suitability of the proprietor and staff meets the standard for BSO.

The school's board of governors, human resources team and leadership team are fully aware of the importance of keeping students safe in school. All staff and governors undergo annual safeguarding training.

Recruitment procedures include checks on the suitability of staff at all levels. Identity, medical, qualifications and police checks, UK ICPC and references are in place for all staff appointed to the school. In addition, all staff are required to undergo a local Czech police check every three years. Offers are subject to two written reference checks from previous employers. This could be followed up with telephone requests. The school maintains detailed and updated records of all staff on the single central register.

Induction procedures for new staff are in place that include information about expectations of the school and host country.

9. *Standard 5* The premises and accommodation

The premises and accommodation of the school meet the standards for BSO and are satisfactory.

The premises and accommodation at ECP meet the basic requirements but continue to present significant challenges, particularly with regards to temporary accommodation and shared facilities. Staff and students have been flexible in adapting to the temporary split site arrangement. Whilst health and safety standards are currently in compliance with regulatory requirements, there are areas in need of improvement to better support a high-quality learning environment. The annex displays cramped spaces and poor acoustics. The level of supervision should also be increased in this area. The school has recently reviewed and updated student/staff bathroom arrangements to meet BSO standards.

The school has well-established emergency protocols, including clear evacuation procedures and responses to external threats like intrusion or hazardous substance leaks.

The use of ISIC cards for student entry into key areas of the school provides a layer of security and control. This system, combined with measures to supervise access mandates appropriate security for school premises.

The school highlights that whilst the temporary site presents ongoing challenges, strategic plans are in place for infrastructure improvements. This demonstrates planning and commitment to resolve accommodation issues. Once implemented, this should resolve many of the current issues regarding cramped spaces and suboptimal learning environments. This reflects the school's commitment to enhancing its facilities, which require that school premises provide a safe and effective learning environment. The school has room for improvement in conducting more regular risk assessments, particularly for the temporary site and shared facilities. Whilst health and safety standards are met, there is a need for more detailed and regular evaluations of these spaces. The school leadership team is encouraged to prioritise making improvements to the current sites to provide a safer, more conducive environment for learning and student well-being. The school recently implemented a signing in and out system for students moving off campus during breaks, lunchtimes and between sites to accurately identify and track students on site.

In the main building, Elektra, there is minimal work displayed and a lack of a stimulating learning environment. However, classrooms are presented as light, clean and airy teaching spaces. The company which owns the school building does not allow much work to be displayed on walls. In classrooms, walls are generally bare. Notice boards are permitted although not used much. More notice boards should be erected in classrooms to display work.

10. Standard 6

The provision of information for parents, carers and others

The provision of information provided by the school to parents, carers and others is excellent.

ECP demonstrates a structured and responsive approach to communication and engagement with stakeholders. However, there are areas identified for improvement to further enhance accountability and involvement.

The school ensures that parents are well-informed about key policies, including safeguarding behaviour and admissions. Key documents such as the parent handbook, policies and the school code are shared through the parent portal at the beginning of the academic year. Parents confirm receipt of documents electronically. In addition, many policies are displayed on the school website. This is an effective means of communication but could be further strengthened by tracking confirmation of receipt.

ECP engages parents through online meetings throughout the year, encouraging parental input by allowing parents to create the meeting agenda. The recent adjustment of the timings of the school day on Tuesdays was a direct outcome of this consultation process.

The school uses analytics to track parental engagement with the parent portal, helping to ensure that all communication is received and understood. ECP employs social media platforms and an alumni team to engage with the broader school community, reinforcing the school's commitment to clear and consistent communication.

ECP provides parents with regular updates on their child's academic and behavioural progress through the parent portal. Parents receive five progress reports annually, including mid and end of year reports and are invited to two parents' evenings held online. In-person meetings are available upon request. The iSAMS platform allows parents to access real-time updates on attendance, behaviour and academic performance. The school demonstrates a strong commitment to addressing parental concerns.

Behaviour incidents are carefully tracked and logged on iSAMS and serious cases are documented in folders to ensure a clear record of actions is taken. The school's consultation processes have been refined over time, with the introduction of online parent meetings in response to parent feedback.

Improving the tracking of e-form confirmations and ensuring that all communication is acknowledged will further enhance the school's approach to parental engagement and accountability.

11. Standard 7

The school's procedure for handling complaints

The school's procedure for handling complaints meets the standard for BSO.

The school has an effective procedure for handling both formal and informal complaints that complies with BSO standards. The procedure is clearly outlined in the parents' handbook and is also accessible via the school's public website. At the start of each academic year, parents are reminded of the process and given access to the handbook through the parent portal. Physical copies are also available on request.

The complaints procedure is structured to ensure accessibility and clarity for all stakeholders, with clear timelines for resolving complaints. The process includes multiple routes for escalating issues, ensuring that concerns are addressed effectively. Detailed documentation and confidentiality are maintained throughout with a formal log established to track all complaints. No complaints have currently gone beyond stage 3 of the procedure.

Preventative programmes and initiatives help to mitigate issues before they escalate to formal complaints. A proactive approach is taken in fostering open communication between staff and parents, ensuring that concerns are addressed in a timely manner.

The complaints procedure was last reviewed on 1st September 2024, ensuring that it remains up-to-date and in compliance with both local regulations and international standards.

12. Standard 8 Leadership and management of the school

Leadership and management of the school meets the standard and are good, with some excellent features.

The headmaster provides highly effective and thoughtful leadership and is fully committed to the development of the school and the wellbeing of its students. He is successfully guiding the school through a period of significant change and challenge. The move from the original site to Elektra has caused disruption to systems and the curriculum. The reduction in the number of specialist rooms has required creativity and flexibility.

The chairman of the board of governors is fully committed to the school's building development project and actively supports the head and his team.

The senior leadership team has successfully managed to combine the twin challenges of a temporary move to shared accommodation with running a thriving school. They have collaborated to put effective strategies in place.

The positive learning culture within the school, academic success and the wellbeing of the students have all occurred due to the vision, hard work and commitment of the head, senior leaders and board of governors. The leadership team should ensure that the learning environment in the current buildings is stimulating and supports the curriculum. They should also maximise the use of IT to enhance teaching and learning.

The school clearly outlines its headline aims for 2024-25. The academic leadership team intends to visit classrooms to ensure that quality teaching is evident. They should continue to further develop robust and rigorous quality assurance in lessons across all phases and departments.

Finances are very well harnessed to the school's priorities and soundly managed.

The school leadership is also successful in forming bonds and friendships between the British and Czech communities. These bonds are based on trust, respect and mutual understanding. This will lead to graduates from ECP taking on influential roles within Prague and the wider community.

The day-to-day management of the school is effective.